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LANGUAGE CURRICULUM IV--TESTS FOR "THAT-NOUN CLAUSES," "REVIEW OF EMBEDDING AND CONJUNCTIVE TRANSFORMATIONS," "COMPLEMENT VERBS," AND "IMPERATIVE."

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REPORT NUMBER CRP-H-149-110
REPORT NUMBER BR-5-0366-110
CONTRACT OEC-5-10-319
EDRS PRICE MF-$0.25 HC-$1.36 32P.

DESCRIPTORS- *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *LANGUAGE, *TESTS, *TRANSFORMATION GENERATIVE GRAMMAR, GRADE 10, GRAMMAR, TRANSFORMATIONS (LANGUAGE), LINGUISTICS, LINGUISTIC PATTERNS, VERBS, ADJECTIVES, ADVERBS, NOMINALS, SECONDARY EDUCATION, EUGENE, OREGON CURRICULUM STUDY CENTER, PROJECT ENGLISH,

THESE FOUR TESTS--"THAT-NOUN CLAUSES (ABSTRACT NOUNS, ABSTRACT ADJECTIVES, AND TRANSITIVE ANIMATE VERBS)," "REVIEW OF EMBEDDING AND CONJUNCTIVE TRANSFORMATIONS," "COMPLEMENT VERBS," AND "IMPERATIVE"--WERE DESIGNED BY THE OREGON CURRICULUM STUDY CENTER FOR A 10TH-GRADE LANGUAGE CURRICULUM. THEY ARE INTENDED TO ACCOMPANY CURRICULUM UNITS AVAILABLE AS ED 010 831 AND ED 010 832. (MM)

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OREGON CURRICULUM STUDY CENTER

LANGUAGE CURRICULUM IV:

Tests for THAT-NOUN CLAUSES,

REVIEW OF EMBEDDING AND CONJUNCTIVE TRANSFORMATIONS,

COMPLEMENT VERBS,

and

IMPERATIVE

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TE 000 249

OREGON CURRICULUM STUDY CENTER

TEST

That-Noun Clauses

(Abstract Nouns, Abstract Adjectives, and Transitive Animate Verbs)

Language Curriculum IV

Instructions to students:

Answers to the questions are to be recorded on the separate answer sheets provided. PLEASE BE SURE TO USE ONLY SIDE A OF THE ANSWER SHEET, THE SIDE THAT HAS ROOM FOR 5 CHOICES.

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Sample test item: Who is the chief executive of the United States Government?

(1) The President
(2) The Secretary of State
(3) The Secretary of Defense
(4) The Chief Justice of the Supreme Court

Since the correct answer is 1, the answer sheet is marked like this:

Sample test item:

TE 000 241

The project reported herein was supported through the Cooperative Research Program of the Office of Education, U. S. Department of Health, Education, and Welfare.

1. Many sentence strings derived by the phrase structure rules contain a place which can be filled or completed by an element from another sentence. This element is called a/an

   1) clause.
   2) embedding.
   3) complement.
   4) It + Comp.

2. Which of the following strings represents a sentence which will accept that-noun clauses as complement of the indefinite subject <u>It</u>?

   1) It + Comp + Aux + Be + non def + N_a + sing
   2) It + Comp + Aux + Vt_{an} + T + N_{an} + N^o
   3) It + Comp + Aux + Be + Loc
   4) It + that-S + Aux + Be

3. If the <u>that-clause</u> is placed in the Comp position, the resulting sentence is

   1) ungrammatical.
   2) grammatical.
   3) transformed.
   4) deleted.

4. A special class of adjectives which can occur after a that-noun clause complement are called

   1) embedded adjectives.
   2) predicate NP^2s.
   3) concrete adjectives.
   4) abstract adjectives.

5. A special class of adjectives which cannot occur after a that-noun clause complement are called

   1) predicate NP^1s.
   2) abstract adjectives.
   3) concrete adjectives.
   4) embedded adjectives.

6. Which of the following kinds of nouns fit into the frame: That he will go is a _____. ?

   1) abstract nouns
   2) concrete nouns
   3) mass nouns
   4) comp nouns

7. After a kernel sentence is embedded, it is necessary after an indefinite it either to move the that-clause to the end of the sentence or to

1) delete the it.
2) delete the that.
3) add a that.
4) interchange that and it.

8. What kind of source sentences can be embedded as a complement in the noun phrase of a consumer sentence?

1) only a sentence beginning with it
2) only a sentence beginning with Comp
3) any kind of sentence
4) only a sentence beginning with that

In items 9-13 select the underlying kernels which produced the given sentence.

9. "It is obvious that you are late."

1) It + Comp + is + obvious
   You + are + late
2) It + is + obvious
   You + Comp + are + late
3) It + is + obvious
   That + you + are + late
4) That + Comp + you + are + late
   It + is + obvious

10. "It is true that she is queen."

1) It + is + true
   That + she + is + queen
2) She + Comp + is + queen
   It + is + true
3) It + Comp + is + true
   She + is + queen
4) It + Comp + is + true
   That + she + is + queen

11. "That you believe this is strange."

1) It + is + strange
   You + believe + this
2) That + you + believe
   This + is + strange
3) That + Comp + is + strange
   You + believe + this
4) It + Comp + is + strange
   You + believe + this

12. "It was unfortunate that the rains came."

1) The + rains + unfortunate
   It + Comp + came
2) It + Comp + was + unfortunate
   The + rains + came
3) It + Comp + rains
   The + unfortunate + came
4) It + past + be + unfortunate
   That + Comp + rains + came

13. "It is possible that we might lose the game."

1) That + is + possible
   We + Comp + might + lose + the + game
2) The + game + is + possible
   We + Comp + might + lose
3) Comp + we + might + lose
   It + is + possible
4) It + Comp + is + possible
   We + might + lose + the + game

14. A source sentence which has been embedded as a complement in the noun phrase of a consumer sentence is called a

1) Comp clause.
2) it clause.
3) N_a clause.
4) that-noun clause.

In items 15-19 select the pairs of sentences in which the second sentence in each pair can be embedded as a that-noun clause in the first.

15. 1) It shattered the glass.
    He ran.
2) It made me glad.
   He might attend the play.
3) It rained all night.
   The couch was brown.
4) It covered the walls.
   Jon was tired.

16. 1) It placed third in the race.
    Bill concluded the story.
2) It filled the magazine.
   She tightened the rope.
3) It whirled above the ground.
   The box was full.
4) It startled the girl.
   The ghost appeared.

17. 1) It excited the child.
Her birthday was tomorrow.
2) It cost a fortune.
The tomato was ripe.
3) It was lost.
She ate the cheese.
4) It showed no wear.
The team won the game.

18. 1) It was dusk.
The rain wet the grass.
2) It was cloudy.
The car was yellow.
3) It scared the young deer.
The fox ran wild.
4) It followed a set pattern.
He ran through the woods.

19. 1) It was dirty.
She cleaned the house.
2) It was strange.
The candles were blue.
3) It was a delicious meal.
She drank the milk.
4) It was cold in the room.
He lit the fire.

20. The verbs which require animate nouns as their object NP's are called

1) Vt_{na}.
2) Vt_{dir}.
3) Vt_{io}.
4) Vt_{an}.

21. Noun clauses which appear in grammatical sentences are introduced by

1) only wh- words.
2) that and wh- words.
3) only that and which.
4) only that.

22. Basically the that-noun clause is used

1) to explain that.
2) to de-emphasize it.
3) to make the source grammatical.
4) to fill the place of an NP.

In items 23-26 select the symbol string which underlies the given transformed sentence.

23. That he dropped his candy infuriated the boy.

1) It + that + S + Aux + Vt_{an} + T + N_{an} + sing
2) That + S + Aux + Vt_{an} + T + N_{an} + sing
3) It + S + Aux + Vt_{an} + T + N_{an} + sing
4) It + (Comp) + Aux + Vt_{an} + T + N_{an} + sing

24. It pleased the dog that he found the bone.

1) It + that + S + past + Vt_{an} + T + N_{an} + sing
2) That + S + past + Vt_{an} + T + Nan + sing
3) It + past + Vt_{an} + N_{an} + sing + S
4) It + past + Vt_{an} + T + N_{an} + sing + that + S

25. It frightened the child that he was left alone.

1) It + that + S + past + Vt_{an} + T + N_{an}
2) It + past + Vt_{an} + T + N_{an} + sing
3) It + past + Vt_{an} + T + N_{an} + sing + that + S
4) $\left\{\begin{matrix}\text{It}\\\text{That}\end{matrix}\right\}$ + past + Vt_{an} + T + N_{an} + S + that

26. That he will participate is doubtful.

1) It + that + S + pres + Be + Adj_a
2) It + that + S + pres + Be + a + N_a + sing
3) It + pres + Be + a + N_a + sing + that + S
4) That + S + pres + Be + Adj_a + Tm

27. Which item indicates what the blank in the following sentence can be filled with to produce a grammatical sentence?

It is _____ that this is a noun clause.

1) only Adj_a
2) only t + N_a + N^o
3) any T + N_c + N^o
4) an Adj_a or T + N_a + N^o

28. What kind of element can fill the blank in the following sentence?

It puzzled _____ that the gate was shut.

1) T + N_{mass} + N^o
2) T + N_{in} + N^o
3) any NP with a count noun
4) T + N_a + N^o

29. Which of the following is a Vt_{an}?

1) build
2) amuse
3) accept
4) hope

30. Which of the following isn't a Vt_{an}?

1) interest
2) excite
3) reject
4) console

31. From which category must the blank in the following sentence be filled to produce a grammatical sentence?

That you might lose is _____ possibility.

1) a def_{art}
2) any non def_{art}
3) any Adj
4) the def_{art} a

32. Which of the following is an abstract adjective?

1) red
2) large
3) generous
4) certain

33. Which of the following isn't an abstract adjective?

1) true
2) obvious
3) large
4) sure

34. Which of the following is an abstract noun?

1) idea
2) town
3) politician
4) love

35. Which of the following isn't an abstract noun?

1) fact
2) book
3) truth
4) theory

36. Which of the following can follow a Vt_{an}?

1) chariot
2) lecture
3) parakeet
4) mountain

OREGON CURRICULUM STUDY CENTER

TEST

LANGUAGE CURRICULUM IV

Review of Embedding and Conjunctive Transformations

Instructions to students:

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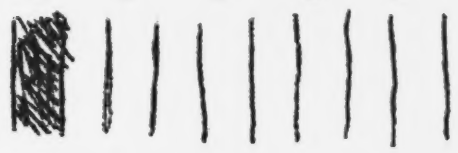

The Project reported herein was supported through the Cooperative Research Program of the Office of Education, U. S. Department of Health, Education, and Welfare.

1. A relative clause embedding requires that
   1. a source and a consumer have VP's which are identical.
   2. a source and a consumer have NP's which are identical.
   3. the transformation makes two sentences out of one.
   4. the form of the source sentence is NP + Tns + Be + Pr

2. Embedding the predicate involves embedding a source sentence in which the main verb is
   1. Be
   2. Vtr
   3. Vmid
   4. Vlnk

3. A sentence in which another sentence is embedded is called the
   1. double base sentence
   2. source sentence
   3. embedded sentence
   4. consumer sentence

4. A sentence which is embedded in another sentence is called the
   1. transformed sentence
   2. consumer sentence
   3. source sentence
   4. wh-attachment sentence

5. Embedding a possessive clause involves embedding a source sentence in which the main verb is
   1. Be
   2. have
   3. Vtr
   4. Vmid

6. A conjunctive transformation is
   1. a single-base transformation
   2. a double-base transformation
   3. an embedding transformation
   4. a wh-attachment transformation

7. The transformation which accounts for compound elements found in many sentences is
   1. conjunctive transformation
   2. complement embedding
   3. compound transformation
   4. relative clause embedding

In items 8-12 identify the number of underlying sentences found in each given sentence.
Example:
"Jane's pony is in the barn."
1. none
2. one
3. two
4. three
The correct answer is #2.

8. "The small child was selling lemonade and cookies in the yard."
   1. none
   2. one
   3. two
   4. three

9. "Lassie, a yellow collie, ran over the hill."
   1. none
   2. one
   3. two
   4. three

10. "The farmer is storing oats for winter."
   1. none
   2. one
   3. two
   4. three

11. "She painted the kitchen yellow and the bathroom blue."
   1. none
   2. one
   3. two
   4. three

12. "The child's bicycle was left out in the rain yesterday."
   1. none
   2. one
   3. two
   4. three

13. Complements, elements added to make the sentence more complete, are added to some part of the
   1. source sentence
   2. consumer sentence
   3. embedded sentence
   4. transformed sentence

14. The possessive transformation will produce what transformed sentence from the following pair of sentences?
   "Jay lost the coat at the game."
   "Joe has a coat."
   1. Jay and Joe lost a coat at the game.
   2. Joe has a coat which Jay lost at the game.
   3. Jay lost Joe's coat at the game.
   4. Jay's coat was lost at the game.

In items 15-19 select the item which names the kind(s) of embedding which the following transformed sentences have undergone.
Example:
"We elected Sharon secretary."
1. possessive clause embedding
2. complement embedding

3. noun appositive embedding
4. predicate embedding

The correct answer is #2.

15. The secretary answered the office's phone.
    1. possessive embedding
    2. complement embedding
    3. adjective embedding
    4. locative adverb embedding

16. Mr. Jones, the principal, presented the awards.
    1. complement embedding
    2. noun appositive embedding
    3. possessive clause embedding
    4. adjective embedding

17. The store on the corner is closed.
    1. noun appositive embedding
    2. possessive clause embedding
    3. adjective embedding
    4. locative adverb embedding

18. The tall children could see the clown's feet.
    1. possessive clause and noun appositive embedding
    2. noun appositive and adjective embedding
    3. adjective and possessive clause embedding
    4. locative adverb and predicate embedding

19. The magazines in the bottom drawer are older.
    1. adjective and locative adverb embedding
    2. complement and adjective embedding
    3. locative adverb and noun appositive embedding
    4. possessive clause and adjective embedding

20. Which of the following source sentences can be embedded in <u>The carpenter built the house.</u> ?
    1. The house is brown.
    2. His home is brown.
    3. Three men helped build the house.
    4. They finished in October.

In items 21-25 select the sentence which is a result of a transformation of the given sentence strings.

Example: The + hat + sing + past + blew off.
The + man + sing + pres + have + a + hat + sing.

1. The hat blew off the man's head.
2. The man's hat blew off.
3. The man lost his hat in the wind.
4. The wind blew the man's hat off.

The correct answer is #2.

21. The + woman + sing + past + give + the report + sing.
The + woman + sing + pres + be + a + teacher + sing.
1. The women teachers gave the report.
2. The woman gave the report about the teacher.
3. The teacher of the woman gave the report.
4. The woman, a teacher, gave the report.

22. The + man + sing + past + hit + the + bicycle + sing.
The + man + sing + pres + be + in + the + car + sing.
The + car + sing + pres + be + black.
Jim + sing + pres + have + a + bicycle + sing.
1. Jim's black bicycle was hit by the man.
2. The man in the car hit Jim's black bicycle.
3. The man in the black car hit Jim's bicycle.
4. The man's bicycle hit Jim's black car.

23. The + youngster + plur + past + play + Ø + record + plur + Tm
The + youngster + plur + past + dance + Tm.
1. The youngsters played records and danced last night.
2. The youngster played and danced to records last night.
3. Last night records were played and youngsters danced.
4. Youngsters danced and records were played last night.

24. The + hiker + sing + past + climb + up + the + cliff + sing.
The + hiker + sing + pres + be + experienced.
The + cliff + sing + pres + be + dangerous.
1. The experienced man hiked up the dangerous cliff.
2. The experienced men hiked dangerously up the cliff.
3. Dangerously, the cliff was hiked by the experienced man.
4. The experienced hiker climbed up the dangerous cliff.

25. The + girl + sing + past + spill + the + coffee + sing + on + the + table + sing.
The + girl + sing + past + spill + the + coffee + sing + on + the + rug + sing.
The + girl + sing + pres + be + beautiful.
1. The girl spilled the coffee on the beautiful table and rug.
2. The girl spilled the coffee on the table and beautiful rug.
3. The young girl spilled the coffee on the table and rug.
4. The beautiful girl spilled the coffee on the table and the rug.

In items 26-29 indicate the sentence which is the result of a conjunctive transformation.

26. 1. Barney read the letter in a small Paris cafe.
2. The boy found horses and cows at the farm.
3. A red rose was given to Emily on her 12th birthday.
4. The first snowdrops were appearing in the cottage garden.

27. 1. The survey asked teachers to rate each of their classes.
2. Cooper was followed by a tall girl wearing glasses.

3. The Grangerfords and the Shepherdsons feud in The Adventures of Huckleberry Finn.
4. One morning the mother of a sophomore girl was ushered into my office.

28. 1. Joe had found the world to be friendly.
2. Outdoor concerts are presented in the park on Sunday afternoons.
3. Dedication day was the Ides of May (May 15).
4. The students translated and duplicated the songs.

29. 1. The snake wiggled up and down the stream.
2. The older residential streets are lined with tall trees.
3. All of the students in the classroom did not seem willing to work.
4. The trail leads through rocky flats with patches of snow.

In items 30-32 indicate the sentence which is the result of a relative clause embedding.

30. 1. Hoodoo Bowl, a skiing area, rents skis, poles, and shoes.
2. Both windows and walls displayed charts.
3. The group's goal was to recruit 100 volunteers.
4. The invalid received many calls and letters from friends.

31. 1. Each box contains a pen, pencil, eraser, and paper.
2. The paper under the desk is brown and yellow.
3. The child's desk was covered with chalk.
4. Joey played jacks on the sidewalk with Susan.

32. 1. A crowd showed up at the meetings.
2. The teacher will collect the books during class tomorrow.
3. The child who was sitting on the floor cried loudly.
4. Last summer the farmer painted his barn red.

33. Which of the following is the consumer sentence in Jane's ball rolled down the street. ?
1. The ball rolled down the street.
2. Jane has a ball.
3. Jane's ball rolled down.
4. The ball rolled down the street to Jane.

34. Which of the following is the consumer sentence in The speech and hearing professor spoke at the teachers' meeting. ?
1. The professor spoke about speech and hearing.
2. The speech professor is the speaker.
3. The teachers had a meeting.
4. The professor spoke at the meeting.

35. What source sentence has been embedded in The young people were playing records. ?
1. The people were playing records.
2. The people were young.
3. The records were being played by the young.
4. Records were played by the people.

36. Which of the following is the first step in deriving <u>He ripped the boy's shirt.</u>?
    1. The boy has a ripped shirt.
    2. The boy's shirt was ripped.
    3. He ripped the shirt the boy has.
    4. He ripped the shirt which the boy has.

In items 37-39 select the pair of sentences which can be joined in some conjunctive transformation. (Don't count sentence conjunctions.)

37. 1. He has written his report.
       He will type his report.
    2. The ball hit the arm.
       The batter has an arm.
    3. The flowers bloom every spring.
       The flowers are tulips.
    4. Jack was fat.
       His wife was lean.

38. 1. The child swung on the gate.
       The gate is broken.
    2. The child swung in on the gate.
       The child swung out on the gate.
    3. The child painted the gate.
       The gate is white.
    4. The tourists are curious.
       The gate was trampled by the tourists.

39. 1. The painting hung on the wall.
       Picasso was the painter.
    2. The man rode the trolley.
       The trolley cost fifteen cents.
    3. The farmer grew tomatoes in the garden.
       The farmer grew beans in the field.
    4. The farmer sold corn.
       The corn is sweet.

40. Which of the following is the first step in deriving <u>He colored the apple red.</u>?
    1. The apple is red.
    2. He colored red the apple.
    3. The crayon is red.
    4. The colored the red apple.

OREGON CURRICULUM STUDY CENTER

Language Curriculum IV

LANGUAGE TEST

COMPLEMENT VERBS

Instructions to students:

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Sample test item:

Who is the chief executive of the United States Government?
(1) The President
(2) The Secretary of State
(3) The Secretary of Defense
(4) The Chief Justice of the Supreme Court

Since the correct answer is 1, the answer sheet is marked like this:

Sample test item:

1	2	3	4	5
▮				

TE000 241

The Project reported herein was supported through the Cooperative Research Program of the Office of Education, U. S. Department of Health, Education, and Welfare.

Complement Verbs

1. Which of the following sentences contains a Vt_{io}?

   (1) The secretaries selected Bill "Boss of the Year."
   (2) The jeweler sold the woman a ring.
   (3) The radio station called Mary's phone number.
   (4) The manager called the cashier to his desk.

2. Which of the following sentences contains a Vt_{prt}?

   (1) President Flemming handed out the diplomas.
   (2) The movie director motioned to the actors.
   (3) The critic looked at the painting carefully.
   (4) The smoking airplane landed in the field.

3. Which of the following sentences contains a Vt_{prep}?

   (1) The students passed in their history reports.
   (2) Mr. Smith rode his bicycle around the block.
   (3) The mother sent her child to the store.
   (4) The traveling salesman called on a customer.

4. Which of the following sentences contains Vid + Dir?

   (1) The man put the letter into the mailbox.
   (2) Joe wrote Mary a letter yesterday.
   (3) Carolyn gave some candy to the children at the circus.
   (4) The monkey swang high in the treetops.

5. Which of the following sentences contains Vt_C + Comp?

   (1) They caught the fish in a net.
   (2) She watered the plants on the patio this morning.
   (3) We saw the swallows flying south today.
   (4) The eggs fell out of the basket.

6. A permutation is

   (1) the transformation in which a space is filled by the complement.
   (2) a transformation in which two elements change places.
   (3) an optional transformation which produces a grammatical sentence.
   (4) a double-base transformation in which the NP of the source is embedded.

7. The Vt_C verbs are transitives because they are followed by NP's and they can be

   (1) embedded in the source sentence.
   (2) embedded immediately after Tns.
   (3) transformed into the passive.
   (4) embedded in the consumer sentence.

In items 8-13 select the sentence which is the result of embedding the source as a complement in the consumer. (Assume that all the steps to make the sentence grammatical have been taken.)

8. Consumer: The class elected (comp) president yesterday.
   Source: Mark is president.

   (1) The class elected Mark president yesterday.
   (2) The class elected Mark yesterday.
   (3) The class elected a president yesterday.
   (4) Mark was elected president yesterday by the class.

9. Consumer: His father's money allowed (comp) him.
   Source: He is a member of the yacht club.

   (1) His father, a member of the yacht club, allowed him the money.
   (2) His father's money allowed him to be a member of the yacht club.
   (3) The yacht club allowed the money to a father's member.
   (4) The money allowed him a member of his father's yacht club.

10. Consumer: The man considered (comp) his child.
    Source: His child is intelligent.

    (1) The child is considered intelligent by the man.
    (2) The child considered the man intelligent.
    (3) The man considered intelligent his child.
    (4) The man considered his child intelligent.

11. Consumer: The janitor caught (comp) the boys this morning in the bookstore.
    Source: The boys were stealing pencils.

    (1) The boys were stealing pencils from the janitor this morning in the bookstore.
    (2) The janitor caught the boys stealing pencils this morning in the bookstore.
    (3) The boys were caught stealing pencils by the janitor this morning in the bookstore.
    (4) The janitor caught the pencils being stolen by the boys this morning in the bookstore.

12. Consumer: The cook imagined (comp) the steaks.
    Source: The steaks are sizzling on the grill.

    (1) The cook imagined the steaks sizzling on the grill.
    (2) The sizzling steaks on the grill were being imagined by the cook.
    (3) The cook imagined the sizzling steaks on the grill.
    (4) The cook sizzled the steaks on the imaginary grill.

13. Consumer: The domineering mother dared (comp) the child.
    Source: The child is deceitful.

    (1) The deceitful child dared the domineering mother.
    (2) The mother domineered and dared the deceitful child.
    (3) The domineering mother dared the child to be deceitful.
    (4) The domineering mother deceitfully dared the child.

14. When a source sentence of the form NP + Aux + Be + Pr becomes a complement, the Pr is

(1) always a noun phrase
(2) always an adjective
(3) a NP + an adjective
(4) either a NP or an Adj

15. Embedding complements right after the verb produces

(1) grammatical sentences
(2) ungrammatical sentences
(3) transformed sentences
(4) embedded sentences

16. Identify the sentence which would be the result of embedding the source as a complement.

Consumer: The boy found (comp) the marbles.
Source: The marbles were missing.

(1) The boy found missing the marbles.
(2) The boy found the missing marbles.
(3) The missing boy found the marbles.
(4) The missing marbles were found by the boy.

Each of items 17-22 consists of a transformed sentence followed by a group of source and consumer sentences. Select the source and consumer which underlie the transformed sentence.

17. "Mother allowed us to taste the pudding this afternoon."

(1) Mother allowed comp (us).
We tasted the pudding this afternoon.
(2) Mother allowed (comp) us this afternoon.
We are tasting the pudding.
(3) Mother tasted (comp) the pudding.
We tasted this afternoon.
(4) Mother allowed (comp) us the pudding.
We tasted the pudding this afternoon.

18. "John painted the wall tan."

(1) John painted (comp) the tan wall.
The wall is tan.
(2) Tanned John painted (comp) the wall.
John is tan.
(3) John painted (comp) the wall.
The wall is tan.
(4) John painted (comp) the wall.
John is tan.

19. We found him catching fish at the river this morning.

(1) We caught (comp) him at the river this morning.
He found fish.
(2) He caught (comp) fish at the river this morning.
We found him.
(3) We found (comp) him at the river this morning.
He catches fish.
(4) He caught (comp) us at the river this morning.
We found fish.

20. The teacher allowed the students to correct their mistakes.

(1) The students allowed (comp) the teacher.
The teacher corrects their mistakes.
(2) The teacher allows (comp) mistakes.
The students correct their mistakes.
(3) The teacher allowed (comp) the mistakes.
The mistakes were corrected by the students.
(4) The teacher allowed (comp) the students.
The students correct their mistakes.

21. We heard the children laughing in the playroom.

(1) The children heard (comp) us.
We were laughing in the playroom.
(2) We heard (comp) the children in the playroom.
The children were laughing.
(3) The children heard (comp) laughing in the playroom.
We heard them.
(4) We heard (comp) the children laughing.
The children were in the playroom.

22. I saw the hydrant dripping.

(1) I saw (comp) the dripping hydrant.
I saw the hydrant.
(2) I saw (comp) the hydrant.
I saw the dripping.
(3) I saw (comp) the hydrant.
The hydrant was dripping.
(4) I saw (comp) the dripping.
The hydrant was dripping.

23. Complements are embedded immediately

(1) before the verb.
(2) after the NP^2.
(3) after tense.
(4) after the verb.

In items 24-27 select the kind of complements which could complete the given verb.

24. elect

(1) only an Adj
(2) only an NP
(3) Adj or NP
(4) no complements

25. paint

(1) NP or Adj
(2) only an NP
(3) only a Pr
(4) only an Adj

26. want

(1) NP or Adj
(2) only an Adj
(3) only a verb in its infinitive form
(4) only an NP

27. dub

(1) NP or Adj
(2) only an Adj
(3) no complements
(4) only an NP

28. One way to explain the to in infinitives is to consider that to has taken the place of

(1) auxiliary
(2) tense
(3) modal
(4) lexical

29. Sentences with complements are a result of

(1) a single-base transformation
(2) a wh-attachment transformation
(3) a double-base transformation
(4) a do-support transformation

30. After the following pair of sentences have gone through the complement embedding transformation, comp is rewritten as
"The teacher noticed (comp) the children."
"The children were becoming noisy."

(1) ing + verb
(2) Vt_C + ing
(3) to + verb
(4) Aux + Vt_C

31. In the branching diagram of a sentence containing a comp verb, both the Vt_C and comp derive from

(1) V
(2) VP
(3) Sentence
(4) Vtr

32. A condition for the embedding of a comp is that the NP^2 of the consumer be

(1) different from the subject NP of the source
(2) the same as the subject NP of the source
(3) different from the NP^2 of the source
(4) the same as the NP^2 of the source

33. Verbs like <u>discover</u> take as complements, verbs in their

(1) ing form
(2) to be form
(3) be form
(4) infinitive

34. Verbs like <u>teach</u> take as complements:

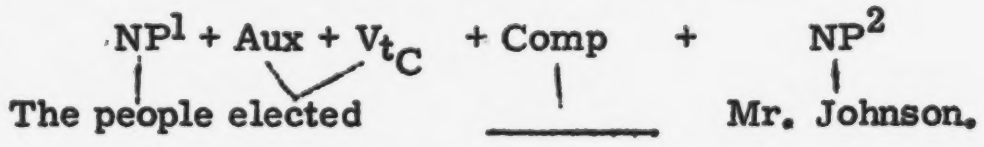
(1) to + verb of the consumer sentence
(2) be + ing + verb of the source sentence
(3) to + verb of the source sentence
(4) have + en + verb of the source sentence

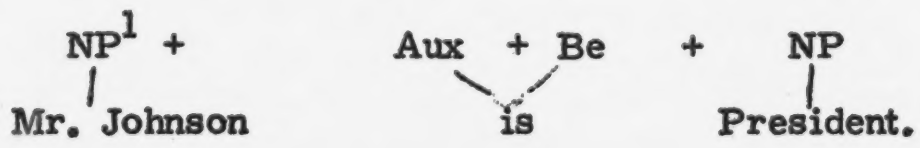
35. Verbs like <u>make</u> take as complements the to + verb form, but the <u>to</u>

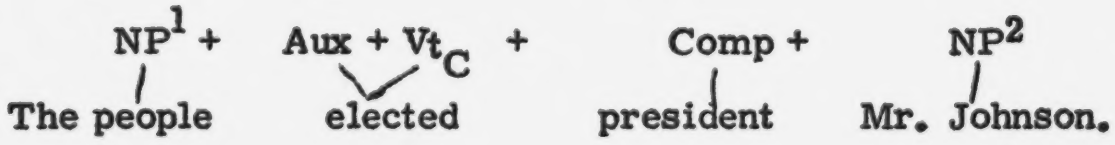
(1) changes to Tns
(2) attaches to Vt_C
(3) becomes the Comp
(4) is deleted

In items 36-38 select the items which best indicates how many transformations the given sentence has gone through.

36.







NP+ Aux + Vt_C+ NP^2 + Comp

The people elected Mr. Johnson President.

(1) one transformation
(2) three transformations
(3) two transformations
(4) one embedding and two transformations.

37. NP^1 + Aux + Vt_{dir} + NP^2 + Dir + Reason +

The mother put the sandwiches into the bags for lunch

Tm

yesterday.

NP^1 + Aux + Vt_{dir} + Dir + NP^2 + Reason + Tm

The mother put into the bags the sandwiches for lunch yesterday.

NP^1 + Aux + Vt_{dir} + NP^2 + Dir + Reason + Tm

The mother put the sandwiches into the bags for lunch yesterday.

(1) one embedding
(2) no transformations
(3) one transformation
(4) two transformations

38. NP^1 + Aux + Vt_C + Comp + NP^2

Mr. Sullivan wanted (comp) them.

NP^1 + Aux + Vin

They heard.

NP^1 + Aux + Vt_C + Comp + NP^2

Mr. Sullivan wanted to hear them.

NP^1 + Aux + Vt_C + NP^2 + Comp

Mr. Sullivan wanted them to hear.

(1) two embeddings
(2) two transformations
(3) one transformation
(4) three transformations

OREGON CURRICULUM STUDY CENTER

Language Curriculum IV

LANGUAGE TEST

IMPERATIVE

Instructions to students:

Answers to the questions are to be recorded on the separate answer sheets provided. PLEASE BE SURE TO USE ONLY SIDE A OF THE ANSWER SHEET, THE SIDE THAT HAS ROOM FOR 5 CHOICES.

Use a soft lead pencil (#2 or softer) and completely fill the space between the lines for the response you choose as the correct answer. Your score on this test will be the number of correct answers you mark. There is only one best answer for each item.

Sample test item: Who is the chief executive of the United States Government?
(1) The President
(2) The Secretary of State
(3) The Secretary of Defense
(4) The Chief Justice of the Supreme Court

Since the correct answer is 1, the answer sheet is marked like this:

Sample test item: 1 2 3 4 5

The project reported herein was supported through the Cooperative Research Program of the Office of Education, U. S. Department of Health, Education, and Welfare.

ED 000 477

IMPERATIVE

1. Himself, herself, ourselves, themselves, myself, and yourself constitute a group of words known as

   1) imperative pronouns
   2) subjective pronouns
   3) reflexive pronouns
   4) relative pronouns

2. An imperative is always derived from a kernel with a VP which contains

   1) pres + will
   2) will + not $\Longrightarrow$ won't
   3) M + will
   4) neg + be $\Longrightarrow$ isn't

3. The tag question of a simple declarative sentence includes only

   1) NP and M, have or be, and not
   2) NP and tns + M, have or be, and not
   3) you and pres + will
   4) tns + M, have or be, and not

In items 4-7 select the appropriate tag question for the given sentence.

Example:

Get going.

1) shouldn't you
2) mustn't you
3) can't you
4) won't you

The correct answer is #4.

4. He has been there.

   1) wasn't he
   2) shouldn't he
   3) hasn't he
   4) isn't he

5. You can go to the party.

   1) can't you
   2) won't you
   3) can you
   4) couldn't you

6. You shouldn't stay up so late.

   1) mustn't you
   2) should you
   3) won't you
   4) must you

7. We can't go swimming.

   1) could we
   2) must we
   3) will we
   4) can we

8. The subject NP of the kernels underlying imperatives is always

   1) he
   2) it
   3) you
   4) I

9. Do is added in a negative imperative because

   1) a contraction appears
   2) tns is left unattached
   3) NP and VP are invented
   4) the reflexive pronoun appears

10. The reflexive pronoun for the subject NP of any imperative sentence is

    1) yourself
    2) myself
    3) himself
    4) themselves

11. The tns of the verb in imperatives is always

    1) past
    2) past or pres
    3) deleted
    4) pres

12. Imperatives are derived by

    1) adding a positive or negative tag question
    2) deleting certain parts of a kernel sentence
    3) adding certain parts to kernel sentences
    4) adding do through the do-support transformation

In exercises 13-15 select the symbol string which best represents the given transformed sentence.

Example:

Do you have the time?

1) Q + pres + do + NP + V_{mid} + NP^2
2) Q + do + pres + NP + V_{tr} + NP^2
3) Q + NP + pres + do + V_{mid} + NP^2
4) Q + NP + pres + do + Neg + NP^2

The correct answer is #1.

13. Sally didn't buy the coat.

1) NP^1 + past + Neg + do + V_{tr} + NP^2
2) Neg + NP^1 + past + do + V^{tr} + NP^2
3) NP^1 + past + do + Neg + V^{tr}_{tr} + NP^2
4) NP^1 + Neg + past + do + V^{tr}_{tr} + NP^2

14. Does your father snore loudly?

1) Q + pres + do + NP^1 + V_{in} + Man
2) Q + pres + NP^1 + do + V^{in} + Man
3) Q + do + pres + NP^1 + V_{in} + Man
4) Q + pres + do + NP^1 + V_{lnk} + Man

15. Don't you feel well?

1) Q + do + Neg + past + NP^1 + V_{in} + Man
2) Q + pres + do + Neg + NP^1 + V_{lnk} + Adj
3) Q + Neg + do + pres + NP^1 + V_{in} + Man
4) Q + Neg + pres + do + NP^1 + V_{lnk} + Adj

16. In the do-support transformation <u>tns</u>

1) remains in a stationary position
2) attaches and moves with the verb
3) changes position with the verb
4) <u>do</u> must be added to carry an unattached Tns

17. Underlying every imperative is a kernel sentence which contains

1) You + tns + will + Verb + . . .
2) You + pres + will + Verb + . . .
3) NP + pres + will + Verb + . . .
4) NP + pres + M + Verb + . . .

18. Imperatives and questions are related in that they have both been

1) transformed by the T_Q transformation
2) transformed by the do-support transformation
3) deleted by the negative transformation
4) inverted by an optional transformation

In items 19-25 identify the kernel string which underlies each given sentence.

Example:

Eat your lunch.

1) Imp + Neg + you + pres + M + V_{id} + NP^2
2) Imp + you + pres + M + V_{mid} + NP^2
3) Imp + you + pres + M + V_{tr} + NP^2
4) Imp + you + pres + V_{tr} + NP^2

The correct answer is #3.

19. Catch the ball.

1) Imp + you + pres + M + V_{tr} + NP^2
2) Imp + you + pres + V_{tr} + NP^2
3) Imp + you + pres + V_{mid} + NP^2
4) Imp + you + past + M + V_{tr} + NP^2

20. Sing softly.

1) Imp + you + M + V_{lnk} + Adj
2) Imp + you + pres + M + V_{in} + Man
3) Imp + Q + NP^1 + pres + M + V_{in} + Man
4) Imp + you + M + pres + V_{in} + Adj + ly

21. Don't weigh the potatoes.

1) Imp + Neg + pres + do + V_{tr} + NP^2
2) Imp + Neg + pres + do + M + V_{mid} + NP^2
3) Imp + Neg + you + pres + M + V_{tr} + NP^2
4) Imp + Neg + you + pres + M + V_{mid} + NP^2

22. Remain in your seats.

1) Imp + you + pres + M + V_{tr} + NP^2
2) Imp + you + pres + M + V_{lnk} + Loc
3) Imp + you + pres + M + V_{in} + Loc
4) Imp + you + pres + M + V_{mid} + NP^2

23. Be good.

1) Imp + you + pres + V_{lnk} + Adj
2) Imp + you + pres + V_{in} + Man
3) Imp + you + pres + Be + Adj
4) Imp + you + pres + M + Be + Adj

24. Taste it.

1) Imp + you + pres + V_{tr} + NP^2
2) Imp + you + pres + M + V_{mid} + NP^2
3) Imp + you + pres + M + V_{tr} + NP^2
4) Imp + you + pres + M + V_{lnk} + NP^2

25. Run.

1) Imp + you + pres + M + V_{in}
2) Imp + you + pres + M + V_{tr}
3) Imp + you + pres + M + V_{lnk}
4) Imp + you + M + pres + V_{in}

26. The symbol Imp is added with Q to the first rule in brackets and parentheses to show that a sentence

1) may be both a question and an imperative depending on whether a tag question is present.
2) may be either a question or an imperative; but it can't be both at the same time.
3) must undergo both a question transformation and an imperative transformation.
4) must either undergo an imperative transformation or undergo a question transformation.

27. Imp triggers the set of transformations which

1) delete both will and you
2) delete only will
3) delete only you
4) inverts will and you

28. When a negative element is present in an imperative it is necessary to undergo a

1) passive transformation
2) question transformation
3) $T_{\text{delete will}}$ transformation
4) do-support transformation

29. The symbol Imp is added to the first rule in parentheses to show that it is

    1) a necessary element
    2) an optional element
    3) an obligatory element
    4) a transformed element

30. The underlying string for any imperative can be written as

    1) Imp + you + tns + will + verb . . .
    2) Imp + (Neg) + NP + pres + will + verb . . .
    3) Imp + (Neg) + you + pres + will + verb . . .
    4) Imp + (Neg) + NP + pres + M + verb . . .

31. The first step in the derivation of either a positive or a negative imperative is the

    1) inversion of NP^1 with pres + will
    2) deletion of the elements will and you
    3) inversion of NP^1 with tns + M
    4) application of the do-support

32. The do-support transformation appears after all the other steps so that

    1) the M, will, can be deleted immediately
    2) will will appear after the Neg
    3) it won't be applied unless it is needed
    4) it will appear in chronological order

In exercises 33-37 select the sentence which matches the given kernel string.

Example:

$$Imp + NP^1 + pres + M + V_{tr} + NP^2$$

1) Stay put.
2) Go home.
3) Sing the song softly.
4) Open the door.

The correct answer is #4.

33. $Imp + NP^1 + pres + M + V_{tr} + NP^2 + Loc$

    1) Require attendance in your class.
    2) Do the problem last.
    3) Get a ticket tomorrow.
    4) Look at the blackboard.

34. Imp + NP^1 + pres + M + V_{mid} + NP^2

1) Have faith.
2) Weigh yourself.
3) Knock on the door.
4) Catch the snake.

35. Imp + NP^1 + pres + M + V_{lnk} + Adj

1) Smell the soup.
2) Be proud.
3) Have a cookie.
4) Appear ready.

36. Imp + NP^1 + pres + M + V_{in} + Man

1) Talk louder.
2) Feel confident.
3) Become a leader.
4) Read the message softly.

37. Imp + NP^1 + pres + M + V_{lnk} + Adj

1) Be calm.
2) Turn the corner.
3) Get angry.
4) Look down the street.

38. What is the order of transformations which a negative sentence must undergo to become an imperative?

1) T_{Neg}, $T_{do\ support}$, T_Q, $T_{will\ delete}$, $T_{you\ delete}$
2) T_{Neg}, T_Q, $T_{will\ delete}$, $T_{you\ delete}$, and $T_{do\ support}$
3) T_Q, T_{Neg}, $T_{you\ delete}$, $T_{will\ delete}$, $T_{do\ support}$
4) $T_{will\ delete}$, $T_{do\ support}$, T_{Neg}, $T_{you\ delete}$, T_Q

39. The imperative has been explained in transformational grammar by

1) a new phrase structure rule
2) an optional phrase structure rule
3) a transformational rule
4) an "understood" rule

40. In both the positive and negative forms underlying the imperative the tense is attached to

1) will
2) Verb
3) Modal
4) do